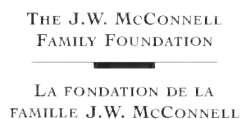


Engaging in Our Communities... as Global Citizens

A citizenship education initiative
centred on the values of
the environment, democracy,
peace and solidarity

“Engaging in Our Communities... as Global Citizens” is a work of collaboration. The Canadian Teachers’ Federation gratefully acknowledges the following organizations for making a national bilingual version of these documents possible:

Centrale des syndicats
du Québec



Canadian International
Development Agency

Agence canadienne de
développement international



Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

ENGAGING IN OUR COMMUNITIES... AS GLOBAL CITIZENS

Think globally, act locally

For the Environment, Democracy, Peace and Solidarity. This is the theme that has inspired the “Engaging in Brundtland Values” (EVB) movement, known as the “Établissements verts Brundtland” in the province of Quebec, since 1993. The educational initiative *Engaging in Our Communities ... as Global Citizens*, developed in 2005, is based on a profound conviction, namely that the universal values of the environment, democracy, peace and solidarity are the very foundations of responsible citizenship. These are the key values enabling youth to act as responsible citizens in the classroom, the school, the community and the world. They form an analysis grid that fosters the development of critical thinking about our behaviour and its impact on the ability of populations at home and abroad to fulfil their basic needs. These values also inform the actions undertaken by the students as they strive towards the ideal of a viable future.

We invite you to take action

According to the butterfly effect theory developed by the meteorologist Edward Lorenz, the flapping of a butterfly's wings in one part of the world can cause a tornado on the opposite side of the world. The butterfly, the symbol of the EVB movement, expresses the idea that each gesture, no matter how small, can change the world. This is the idea that inspired the initiative *Engaging in Our Communities ... as Global Citizens*.

Every gesture is based on the will to act. In a world in which it is much easier to be a spectator than a player, education plays a major role. Making a commitment is first of all an individual choice, which depends on the values transmitted to us. Being moved at the level of our values is what drives us to act. For example, thousands of people gave overwhelmingly to help alleviate the suffering caused by the magnitude of the tsunami in Southeast Asia. This global thinking in a local context can have far-reaching impacts and positive sustainable outcomes, in more ways than simply offering to help. It builds responsible citizenship. It is our will to act that is being fostered by the initiative *Engaging in Our Communities ... as Global Citizens*.

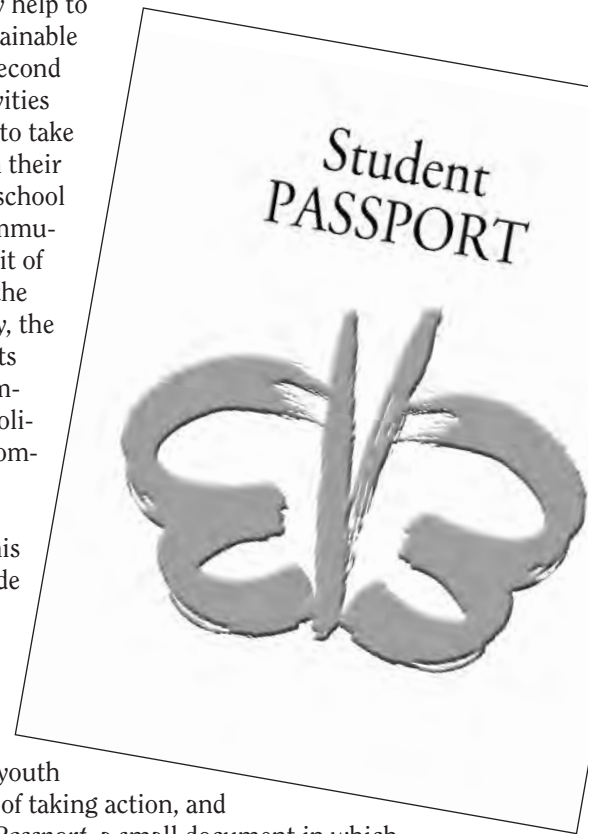
To deal with the challenge of forming responsible citizens, the EVB movement and the Centrale des syndicats du Québec, along with OXFAM-Québec / Club 2/3 and RECYC-Québec, joined forces in 2005 to support Quebec's youth in their determination to get involved. The Canadian Teachers' Federation and the Centrale des syndicats du Québec are pleased to invite you to take part in large numbers and to join in the initiative *Engaging in Our Communities ... as Global Citizens*.

Emily Noble
President
Canadian Teachers' Federation

What this teacher's guide proposes

Since thinking about citizenship means thinking about our values, the first teaching activities in the guide *Engaging in Our Communities ... as Global Citizens* invite students to discover how the values of the environment, democracy, peace and solidarity help to ensure a sustainable future. The second series of activities invites them to take action within their group, their school and their community, in a spirit of openness to the world. Finally, the guide suggests making a commitment of solidarity with communities in developing countries. This teacher's guide is complemented by the *Student Activist Guide*, which offers youth various ways of taking action, and the *Student Passport*, a small document in which students can record their commitments and receive stickers of recognition. You can obtain copies of these documents by contacting the Canadian Teachers' Federation:

Canadian Teachers' Federation
2490 Don Reid Drive
Ottawa, ON K1H 1E1
Telephone: 613-232-1505
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Fax: 613-232-1886
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www.ctf-fce.ca



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The Canadian Teachers' Federation acknowledges the Centrale des syndicats du Québec, the Établissements verts Brundtland and their partners OXFAM-Québec / Club 2/3 and RECYC-Québec, and the Québec Provincial Association of Teachers.

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In keeping with the original idea of the EVB movement started in Québec, and the Canadian Teachers' Federation's ideals of a safe and healthy world, we support "values of the environment, democracy, peace and solidarity", referenced throughout this document, as meaning the values that underlie these four important themes.

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Common abbreviations throughout this document:

CSQ (Centrale des syndicats du Québec)

CTF (Canadian Teachers' Federation)

EVB (Établissements verts Brundtland)

GLOBAL CITIZENSHIP REQUIRES ACTIVE ENGAGEMENT

Citizenship is not a new concept. Its roots can be traced back to ancient Greece. Citizenship as it is understood today draws on the heritage of American Independence (1776), the French Revolution (1789) and the European revolutions of 1848 (the abolition of slavery, universal suffrage). Upon these foundations, Western societies built democratic systems, the ideal of which is epitomized by the Welfare state, a system permitting citizens the right to individual expression while also ensuring the redistribution of wealth.

In a time characterized by globalization and the spread of neo-liberalism, the ideals of democracy, citizenship and solidarity have been profoundly shaken. Now reduced to a series of markets to be contested and won, the world has come to view human beings as resources – like energy, technological, financial and natural resources. In order to survive and carve out a place for themselves in this new world, individuals are forced to pursue a personal agenda, to adopt individual survival strategies, to pursue individual gain. As a result, Western societies are forgetting the meaning of “being and doing together” and the glue that holds all people together – “the common good.”

As teachers we know that youth are at the heart of change and they are key to revitalizing the notion of the “common good”. To quote Her Excellency the Right Honourable Michaëlle Jean, Governor General of Canada, at a gathering for youth, there is an urgent need to break down solitudes in a society that is interconnected:

“How can we rekindle a spirit of global solidarity when we live in a world in which the attitude of ‘everyone for himself,’ or what some of you call the ‘bling bling mentality,’ is so ingrained? How can we do much more to protect our planet when we live in a world in which many stand by idly as our delicate ecosystems are being destroyed? How can young people help create a world in which a culture of compassion, fraternity and peace prevails when youth voices are rarely taken seriously when decisions are made? My motto ‘breaking down solitudes’ speaks to a vision of the world in which women and men, young and young-at-heart, work together to build a society in which we can all be proud. And I believe that you, the young people of this country, have a key role to play in this regard.”¹

This idea is reflected in the current trend towards *citizenship education*. The Canadian Teachers’ Federation and its Member organizations advocate active citizenship in their vision for quality public education. “The [teaching] profession must contribute to an ongoing reflection on what citizenship entails – the

values, challenges, rights and responsibilities of active citizenship in contemporary society.”²

Youth are growing increasingly aware that their fate is connected to events taking place in other parts of the world. As their understanding of this connectedness deepens, their desire to play a part in ensuring that everyone, including communities beyond their borders, can live according to the values of the environment, democracy, peace and solidarity increases. More than ever, young people are embracing the slogan of the environmental movement: **Think Globally, Act Locally.**

But citizenship education cannot produce tangible results if students are not encouraged to practise responsible citizenship. This only becomes possible when teaching staff are encouraged to lend their expertise and commitment to a broad educational initiative within the school that promotes an educational environment supportive of learning and practising active and responsible citizenship.

This teacher’s guide, *Engaging in Our Communities ... as Global Citizens*, and accompanying tools and exercises, are an invitation to young people to get involved and take action!

Educational Resources:

Obtain the *Educating for Global Citizenship in a Changing World* published by OISE from their Web site: http://cide.oise.utoronto.ca/global_citizenship.php

OR

Education for Global Citizenship: A Guide for Schools published by Oxfam from their Web site: <http://www.oxfam.org.uk/coolplanet/teachers/globciti/downloads/gcguide06.pdf> for ideas on concepts and activities for teaching global citizenship.

1 Her Excellency the Right Honourable Michaëlle Jean, Speech on the Occasion of a Youth Forum: Flash Drive – A Capital Assignment, Rideau Hall, Thursday, October 18, 2007.

2 CTF Vision for Public Education Statement, November 1999.

ACTIVE ENGAGEMENT PROMOTES LEARNING

These are examples of active engagement projects that promote learning. Teachers will find that *Engaging in our Communities as Global Citizens* contains content and exercises that will match curriculum expectations in a variety of places. Not only can they be used as part of the traditional subject areas such as Language, Mathematics, Science, Social Science and Art, they are also appropriate for general development subject areas such as Health and Wellness, Employment and Entrepreneurship, Consumer Issues and the Environment, Media, and Living Together and Citizenship.

Teachers will also find the content extremely useful for such interdisciplinary subject areas such as Research and Analysis, Problem-solving, Critical Thinking and Judgement, Self-actualization, Cooperation, Effective Work Habits, Use of Information Technology, Effective Communication.

Lending an eye

The students in Jessica's group regularly visit a retirement home to drop off tape-recorded books, magazine articles and newspapers.

The project grew out of a community discovery activity (see *An Engaging Approach: Road to Discovery*, page 16) in which everyone had to determine the problems experienced in their community.

In teams, the students came up with various plans of action on the basis of the information they gathered from exploring the community, talking with the people they met, seeking information from the local media and drawing on their own knowledge of the community.

Emily, Justin, Taylor and Hannah noted that many seniors had trouble reading. So they proposed a project: making audio cassettes of books or newspaper and magazine articles corresponding to the needs expressed by the seniors. The project was selected by consensus from among those put forward by the members of the teams.

Formed into committees, the students conducted surveys among the seniors, created a recording studio, read the texts requested and delivered their books on tape to the retirement home.

At night, the students' voices can be heard throughout the retirement home.

Severin Suzuki Speaks at Rio in 1992

"Hello, I'm Severin Suzuki, speaking for ECO, the Environmental Children's Organization. We are a group of four twelve and thirteen-year-olds from Canada trying to make a difference...

We raised money ourselves to come 6,000 miles to tell you adults you must change your ways.

Coming here today I have no hidden agenda. I'm fighting for my future. Losing my future is not like losing an election or a few points in the stock market.

I am here to speak for all future generations yet to come. I am here to speak on behalf of the starving children around the world whose cries go unheard, I am here to speak for the countless animals dying across this planet because they have nowhere left to go.

I am afraid to go out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing in Vancouver, my hometown, with my dad, until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day—vanishing forever. In my life, I have dreamt of seeing the great herds of wild animals, jungle and rain forests full of birds and butterflies, but now I wonder if they will ever exist for my children to see...

In Canada, we live the privileged life with plenty of food, water and shelter. We have watches, bicycles, computers and television sets. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets...

My dad always says, 'You are what you do, not what you say.' ...I challenge you, please, make your actions reflect your words..."

At the age of nine, Severin and some friends started the Environmental Children's Organization and raised enough money to attend the 1992 Rio Earth Summit. Then 12 years old, Severin gave a closing speech to the representatives from all over the world. For the complete speech:

<http://www.sustainablestyle.org/sass/heirbrains/03suzuki.html>


A travelling bike

Youth of Sanankoroba Village in Mali are very happy. They have just received bikes... from Gilles' students

It is through the "Engaging as Global Citizens" activity (see page 17) that the team including Nicolas, Ariane, Loulou and Ahmed conceived their project. They developed a grid centred on the values of the environment, democracy, peace and solidarity in order to compare youth needs in various countries across the world. Through their inquiry, they realized for instance that they had the privilege of owning their own bike. While browsing on the Internet, they discovered that an international cooperation organization (Cyclo Nord-Sud: <http://www.cyclonordsud.org>) sets up bike drives in order to forward the bikes to disadvantaged communities in several countries in the South. Well, why not take part in the collection?, they said to themselves.

Their project thrilled the whole team. Divided into committees, the students organized an information campaign in the school, collected bikes across the municipality and agreed with the organization's representatives to have a letter signed by all the team members with each of the bikes given.

The class bulletin board is full of letters from Sanankoroba!



TEACHING ACTIVITIES

WHAT DO YOU BELIEVE IN?³

AN AGENT OF CHANGE: ME

 Overview

After determining which values associated with the environment, democracy, peace and solidarity are important to them, the students are asked to commit to these values for one week. With the whole group, discuss the consequences of either living or not living according to one's values.

 Required Materials

Exercise 1 – The EVB Values Butterfly (page 21)

Exercise 2 – What Do You Believe In? (page 22)

 Instructions**Framework and Initial Reactions**

(Refer also to the framework suggested in Additional Activities)

- Write the following on the blackboard, referring to the concept of *value*:
 - “To take something at face value”
 - “To value health above money”
 - “The value of an education”
 - “Entertainment value”
 - “To know the price of everything and the value of nothing”
- Ask the students about the meaning of the word *value*. As needed, provide examples of values such as sharing, respect, cooperation, empathy. Ask them to develop and write out their own definition of value.
- Invite the students, in teams, to compare their definitions of the word *value*⁴. Write out the definitions selected by each group on the blackboard.
- Help students craft a common definition. Ask them to illustrate it on a poster or banner and post it prominently in the classroom.

 Observations

- Distribute 4 to 6 squares of paper to each student, asking them to write down one value that they believe in on each square.
- Invite the students to present the values they selected to their group, explaining why they believe that these particular values are important.
- Distribute an 11” x 17” copy of Exercise 1 to each team (page 21). In teams, invite the students to organize the squares according to the wings of the butterfly (environment, democracy, peace, solidarity). Note that the values that do not correspond to these categories should be set aside. Are these values transversal? In other words, do they fit into more than one or even all of the wings of the butterfly? Are they values of engagement/commitment?

 Analysis

- Ask the students to think of behaviours or daily actions that align with each of the values proposed by members of their team, for example, under *solidarity*, sharing household chores, helping a person in need, etc.
- With the whole group, ask each team to present the values, behaviours and actions that they selected.
- Distribute a photocopy of Exercise 2 (page 22) to each student and ask them to write out three actions or behaviours that they believe to be important for each of the EVB values.
- Challenge the students to adhere to these values for one week. Invite them to answer the remaining questions in Exercise 2.

 Transformation

- Start a discussion based on the notes the students have kept in their journals.
- Did they adhere to the stated values? Was this difficult? What did they learn from the experience of either living according to their values or not?
- Did they observe any actions or behaviours that conflicted with the stated values? How did they respond? What would be the consequences of these actions or behaviours?
- What would they be willing to do to ensure that these values were respected?
- Complete the activity by discussing the following: Are the values that we consider to be important different from those of students in the developing world? Are the values of the environment, democracy, peace and solidarity shared by all? Should they be? Is it possible to impose them?

 Additional Activities

Additional teaching resources to complement this activity can be found on the following Web sites:

- www.oxfam.ca (*Education for Global Citizenship: Educational Resources*)
- www.green-street.ca (*Classroom lesson plans on environmental learning & sustainability*)
- www.unicef.ca (*Education Resources*)
- www.acdi-cida.gc.ca/teacherzone (*Classroom lesson plans on democracy, peace, solidarity*)
- *Educating for Global Citizenship in a Changing World* published by OISE from their Web site: <http://cide.oise.utoronto.ca/globalcitizenship.php>

³ Based on the activity *Une valeur, c'est?* in the teaching guide *S'engager au-delà des mots (maux)*, Centrale de l'enseignement du Québec, June 1985, p. 23-25.

⁴ A value is basically positive for an individual. It is something that is chosen and cannot be imposed. It guides our actions and our decisions. It is an ideal that we wish to defend. It is possible, however, to have conflicting values. Sticking to them may entail risks, that is, when defending our values, we can end up causing disputes, becoming marginalized, etc.

LIVING BY YOUR VALUES⁵

THE WAYS IN WHICH VALUES ARE COMMUNICATED

Overview

Through an analysis of the various elements that make up their culture, the students study the positive and negative consequences of adhering to certain values.

Required Materials

Exercise 1 – The EVB Values Butterfly (page 21)

Instructions**Framework and Initial Reactions**

- Invite the students to note down on a sheet of paper their preferences in music, reading, movies and games.
- Ask them, in teams, to discuss their choices. Are each student's preferences the same as those of the entire group? What might explain these differences? Can people be forced to like a certain book or a certain movie? Explain to the students that these differences in taste reflect the fact that we do not all share the same values.
- Ask the students if they believe that their tastes and values are the same as those of a student living in Niger, Nicaragua or Nepal. In their opinion, what might explain these differences, other than each student's culture?
- Start a discussion with the students about how they define the word *culture*⁶.
- Ask them if, in their opinion, there is such a thing as a culture specific to young people? Is it the same for all young people? How is it different than that of adults? Is this "youth culture" chosen or imposed? Does culture, and in particular culture transmitted by the media, correspond to one or more specific ideologies?

**Observations**

- Start a discussion on values conveyed by fashion, the media, the Internet, musical groups, television shows, videos, video games and other cultural products geared toward the students.
- Invite them, in teams, to choose a specific cultural product and analyze the values that it conveys.

Analysis

- Makes copies of Exercise 1 (page 21) for each team and invite the students to categorize the values according to

the following themes: environment, democracy, engagement, peace and solidarity. As needed, the students may define new categories.

- Based on this categorization, ask the students to study the positive and negative consequences of adopting these values:
 - What would be the immediate consequences of adhering to these values?
 - What would be the long-term consequences of adhering to these values?
 - What would the consequences be for the community if these values were adopted by society?
 - What would the consequences be if the entire world adopted these values?

Transformation

- For each of the cultural products analyzed, invite the teams to either support or not support the dissemination of those songs, groups, videos, fashion, etc. that they have been studying.
- Ask them to present the results of their work to the rest of the group, mentioning whether their discoveries correspond to the values that they would like to see transmitted.
- As needed, invite the students to research other cultural products based on the values that they wish to see transmitted.
- Ask the students to share with the entire building (by means of posters, information booths, student newspaper and radio station) those cultural products that they would and would not like to share.
- Conclude the activity by sharing the following quotation by Mahatma Gandhi: *"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."* (Gandhi; 1869 - 1948)

Additional Activities

Additional teaching resources and background information to complement this activity can be found on the following Web sites:

- www.oxfam.ca (*Education for Global Citizenship: Educational Resources*)
- www.culture.ca (*Canadian Cultural Content – See section for teachers*)
- www.unesco.ca (*Key Words for Participating in the UNESCO Associated Schools Project Network*)
- www.pwc.k12.nf.ca/cida/manifesto (*World Youth Manifesto Project*)
- www.curriculum.org (*Leading the Way: Exploring Leadership Opportunities Within a Community*)

⁵ Based on the activity *Nos goûts ont des valeurs* in the teaching guide *S'engager au-delà des mots (maux)*, Centrale de l'enseignement du Québec, June 1985, p. 26-28.

⁶ The definition of culture offered by Edward Burnett Tylor in 1871 states that "it is a complex unit including the knowledge, the beliefs, the manners, the rights and the habits of man within society."

PUTTING VALUES IN THE RIGHT PLACE

DEFINING CITIZENSHIP

Overview

Based on quotations by famous people, the students reflect, in teams and as a group, on characteristics associated with the idea of responsible citizenship.

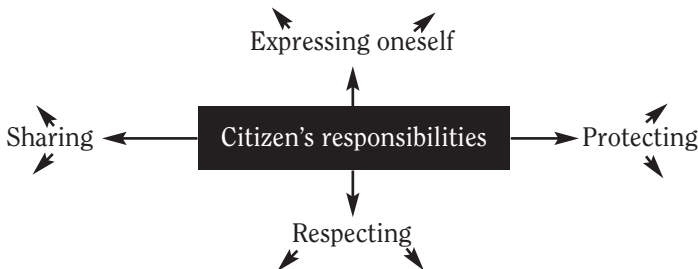
Preparation and Required Materials

- Photocopy exercises 3a, 3b, 3c, 3d and 3e on heavy paper (see pages 23-27). Cut the paper so as to make a deck of cards.
- Select cards ahead of time so that they match the students' age and level of understanding.

Instructions

Situation

- Form five teams and invite the students to create their own definition for the term *responsible citizenship*. Have them construct a **Web chart** (a network of concepts) specifying the responsibilities associated with the term citizen. For example:



- With the whole group, have each team present its Web chart. Help the students create a chart that includes each team's results.

Observations

- Split the students up into five teams and hand each team an 11" x 17" copy of Exercise 1 (see page 21).
- Shuffle the "Thoughts and Quotations" cards and hand them out.
- Have the students read what is on their cards. After a discussion, ask them to associate their card with the type of values that represent each of the butterfly's wings. Remind the students that the butterfly's body represents values of engagement.
- Sort the cards by theme and hand one stack to each team.



Analysis

- Invite each team to study the quotations relating to their assigned theme and discuss them. What message did the author of the quotation wish to communicate? How might the students express in their own words the values or behaviours suggested by each quotation? Can you find an example of how this value might be applied to your day-to-day life, or to that of individuals or groups you are familiar with? Ask the students to summarize their thoughts by completing the following statement for each card:
A citizen who [is democratic, is engaged, is environmentally-minded, is peaceful, shows solidarity] is _____.
- Ask the students to summarize the information and prepare a definition of the term *citizen*, incorporating all the characteristics that were associated with their theme.

Transformation

- With the whole group, invite each team to present the characteristics of their theme:
An engaged citizen is...
An environmentally-minded citizen is...
A democratic citizen is...
A peaceful citizen is...
A citizen who shows solidarity is...
Can more characteristics be added in light of the group's knowledge of the theme being discussed?
- Bearing in mind the characteristics put forward by the students, work together to create a definition of the term *responsible citizen*.
- Compare this definition with the Web chart developed earlier.
- Complete the activity by inviting the students to adopt the values of responsible citizenship.

Additional Activities

- Name individuals and groups in society that show characteristics of responsible citizenship.
- Research information on the values, works, lives of and causes defended by those people mentioned in the activity *Putting Values in the Right Place*.
- Create your own list of quotations. For ideas, consult the Web site titled World of Quotes at www.worldofquotes.com. This site offers topical listings so you can find quotes on all the values espoused in this workshop.

REASONS FOR ACTIVE ENGAGEMENT

To engage means to participate voluntarily and actively in life and in society with a view to improving things, whether in one's own group, school, community or at a global level. By paying particular attention to the reality of our environment and of the world in which we live, we can discover different ways to actively engage. The EVB offers the students the opportunity to explore their surroundings and their world from the point of view of the environment, democracy, peace and solidarity. The EVB butterfly described on pages 6 and 7, as well as in the following table, provides the students with a number of reasons to engage.

Table 1 – Themes of Engagement

<p>Environment</p> <ul style="list-style-type: none"> • Management of waste products (recovery, recycling, composting) • Management of open spaces, flora and fauna, and deforestation • Water and energy usage • Responsible consumption • Responsible transportation • Farming, pesticides and dangerous products • etc. 	<p>Peace</p> <ul style="list-style-type: none"> • Laws and regulations • Civics • Racism and discrimination • Vandalism • Intimidation, extortion and delinquency • Personal safety • Violence against women • Homophobia • etc.
<p>Democracy</p> <ul style="list-style-type: none"> • Civic rights and responsibilities • The right to education • The right to equality • The right to leisure, arts and culture • Places and ways to exercise one's citizenship • etc. 	<p>Solidarity</p> <ul style="list-style-type: none"> • Family • Youth • The elderly • Cultural diversity and immigrant integration • The fight against poverty and social exclusion • Work • Fair trade • etc.

- Ask the students to reflect as a group on the reasons that might prompt them to act. Suggest that they read the story by Ryan Hreljac. After they have read the story, ask them the following questions:
 - What is your impression of Ryan?
 - What prompted him to act?
 - Do you think that it is possible to improve your quality of life and surroundings in your school or your community, at a national level or in developing countries?
 - At each of these levels, what are the causes that would prompt you, personally, to act?
- Take note of the students' statements on posters corresponding to EVB values, indicating the causes that might prompt them to act for each level.

Ryan's Story

When Ryan was in Grade one he learned from his teacher, Mrs. Prest, that people were dying because they didn't have clean water to drink. He decided that raising money for wells for people who didn't have clean water would be a good thing. He worked for four months in order to earn his first \$70.

It grew from the \$70 collected by doing simple household chores, to the support of non-profit organizations such as WaterCan, CPAR, CIDA and Free the Children. It grew to over \$1,000,000 in support of people in Africa who need clean water.

"I'm just your regular, average kid," Ryan says when anyone asks about his achievements. Although many people would disagree with this statement, it is very true. He plays soccer, basketball and hockey. He enjoys reading, playing Nintendo and swimming as well. He has friends in the elementary school he attends, including dedicated volunteers like Jack who, like Ryan, plans to be a water engineer when he grows up. He loves to visit his Nana and his cousins in Ontario's Niagara region and his grandparents near Deep River, Ontario. Ryan plays with his brothers Jordan and Keegan and with his dog Riley. He has been writing to his African pen pal Jimmy Akana, who you may have seen with him on the cover of Reader's Digest. NOTE: Ryan no longer writes to Jimmy as Jimmy is now Ryan's brother, living with he and his family in Ontario.

Throughout, Ryan's family has been very supportive of his efforts to get clean water to Africa. Older brother Jordan sets up most of Ryan's audiovisual presentations and little brother Keegan has licked hundreds of stamps for thank-you letters and notes that have been sent around the world. In addition, Jordan also assists in the creation of the RWF newsletters and Keegan now takes many of the RWF photographs. Jordan, Keegan and now Jimmy assist the Foundation by travelling with Ryan and helping promote the Ryan's Well Foundation globally through speaking engagements and presentations.

From his Web site: www.ryanswell.ca



COMMITTING TO YOUR GROUP

AN EVB CODE OF CONDUCT

🗣️ Overview

The students, divided into groups, will debate statements relating to the creation of a code of conduct for the entire group based on the environment, democracy, peace and solidarity.

📢 Instructions

Framework and Initial Reactions

- Ask the students to conduct a simple experiment: to engage in acts of solidarity over a period of one or two days. For example:
 - hold a door open for someone as they enter a building; and
 - give up their place for an elderly or disabled person on public transit.
- For each act, ask the students to take note of its effects:
 - What effect did it have on them?
 - What effect did it have on the person they helped?
 - What did the act cost?
 - What did they gain from the act?
- Gather the students' observations and initiate a discussion on what would happen if the entire world engaged in these small gestures.
 - At a group level.
 - At the school level.
 - At the community level.
 - At a societal level.
 - At a global level.
- Explain to the students that the program *Engaging in Our Communities ... as Global Citizens* encourages them to focus on the environment, democracy, peace and solidarity.
- Underline the fact that this project must begin in our daily lives, in the classroom.

👁️ Observations

- Split the class into teams of four and give each group an 11" x 17" photocopy of Exercise 1 (The EVB Values Butterfly, on page 21). Explain to the students that their task will be to develop a code of conduct for the class, based on values of the environment, democracy, peace and solidarity, that must be agreed upon and adopted by the entire group.
- To that end, invite the students to cut the butterfly into four pieces and hand each member one of the wings. The students will each be responsible for taking down the team's comments on the theme on their wing.
- Ask the students to determine which gestures or behaviours might be **avoided** or **encouraged** in the classroom to make it a more enjoyable place. For each gesture or behaviour judged to be negative, ask the students to identify a satisfactory alternative.
- Brainstorming techniques or Web charts (like on page 11) may be useful in generating ideas. Invite the note-takers to compile their team's observations.

🔍 Analysis

- Split the teams up and ask the note-takers sharing the same themes to join together to form four discussion groups. Have them share their observations with their team members. Ask them to discuss the validity of each statement, to re-order them as needed, to summarize them and to rank them according to their relative importance. Have any behaviours or gestures been left out or forgotten? These should be included as they are identified.
- Ask each team to give a presentation to the class defending their proposals for a code of conduct.

✂️ Transformation

- Have a spokesperson from each team present the statements that their team would like to see included in a code of conduct.
- Have the students discuss the appropriateness of including each statement in the group's code of conduct, and ask them to vote on each one with a show of hands.
- Take note of the statements accepted by the class and draft a code of conduct for the class. Post it in a highly visible location on the classroom wall.
- Write the following quotation by Mahatma Gandhi above the code of conduct: "Be the change you want to see in the world." Discuss the importance of personally committing oneself to defend the values of the environment, democracy, peace and solidarity.
- Conclude the activity by inviting the students to respect the code of conduct that they have developed together.

📖 Additional Activities

- Ask the students to imagine a code of conduct for the students in a developing country who are the same age as them.
- You might suggest that the students visit the following Web sites for ideas:
 - The Charter of Human Responsibilities
<http://allies.alliance21.org/charter/>
 - The Convention on the Rights of the Child
www.unicef.ca (Kids & Teen Zone)
 You can obtain information on elections and parliamentary procedures by visiting the Young Voters' section of the Elections Canada Web site: www.elections.ca/

COMMITTING TO YOUR SCHOOL

 Overview

How does a school, one of the most important places in which young people spend time, make it possible to be a responsible citizen based on the values of the environment, democracy, peace and solidarity? During this activity, the students will undertake a survey of their school in order to learn more about it. After the survey, they will propose ways in which the proposals can be applied.

This activity can be undertaken by one class group, shared by several class groups, or spearheaded by one or more school committees.

 Required Materials

Exercise 4 – Assessing the Environment and Energy Use at Your School (page 28)

Exercise 5 – Peace, Democracy, Solidarity? (page 29)

 Instructions**Framework and Initial Reactions**

- Conduct an inventory of the class garbage can. Ask the students to name the items in the garbage and determine how each item is later processed. Ask the students what the school's ideal garbage can would look like. What would be in it? What processing would the items undergo? In terms of energy, is the school energy-efficient or is it wasteful of energy? (*For intermediate lesson plans on waste, visit curriculum connections in the EcoKids section at www.earthday.ca.)*)
- Continue the discussion by measuring the students' responses to the following questions:
 - Is the school a place that allows them to express their opinions and take part in decisions that affect them?
 - Is it a place where they can feel safe, without fear of discrimination or racism?
 - Have measures been put in place to support the less fortunate?
 - Is the school an environmentally friendly, democratic, peaceful and unified place?
 - Can anything be done to improve the situation?
 - Take note of the students' responses to these questions.

 Observations

Create teams corresponding to each EVB theme. Ask the "environment" team to undertake an environmental and energy assessment of the school. Based on the diagram and questions in Exercise 4 (Assessing the Environment and Energy Use at Your School, page 28), the students can develop a questionnaire and conduct a survey in order to trace the various steps in their school's resource-trash-energy channel. They can contact staff who might be able to help them, plan interviews and obtain relevant information.

Similarly, the members of other teams can study the questionnaire in Exercise 5 – Democracy, Peace, Solidarity? (page 29). From knowledge gained during previous activities, they should complete the questionnaire and adapt it to the particular needs of their school. They should determine the sample size required for the survey from the number of students at the school. They should also determine the places and ways that will best enable the students to express themselves. For more information, consult the *Student Activist Guide*.

 Analysis

- Ask each team to collect their data, summarize the results and present them to the entire class. Encourage discussion among the different teams.
- Suggest that the students regard the school as a microcosm of society. Remind them that the best way to support the environment, democracy, peace and solidarity in the world is to begin in their own backyard.

 Transformation

- As a group, identify the main problem situations that were used in the exercises Assessing the Environment and Energy Use at Your School and Democracy, Peace, Solidarity.
- Using a brainstorming technique, ask the students to come up with solutions to each problem. Ask them to weigh how realistic these solutions are and to choose the ones that are most likely to produce tangible results. The activity titled Working Together to Change the World (p. 18) suggests a way for the students to take action.
- After finishing the activity, make a summary of what the students have learned. Compare their responses to those presented during the initial reaction phase.

 Additional Activities

- Develop a guide for managing the school's resources.
- Organize an exhibition with booths presenting solutions that highlight the environment, democracy, peace and solidarity.
- Organize a meeting with the school's administrators, teaching staff and support staff to share proposed solutions.
- Make your actions known by completing Exercise 9 – Registration Form (page 34).
- Compare your school to one in another region or in another community in a developing country.

For classroom resources on environmental learning and sustainability, visit the Green Street Web site at www.green-street.ca

COMMITTING TO YOUR COMMUNITY

Overview

Through various approaches to discovering their surroundings, the students will observe their community in order to understand how it works, the state of its environment, and both the goals and needs of its population. They will propose different community engagement projects and ensure that chosen projects are implemented.

This activity can be undertaken by one class group, shared by several class groups, or spearheaded by one or more school committees.

INSTRUCTIONS

Framework and Initial Reactions

- Explain to the students that human needs are universal. They are the same for all people and have remained the same throughout the centuries. What changes are the ways in which communities organize themselves to respond to these needs. Geography, climate, historical context, governance, economy, culture and access to resources are among the factors that vary from community to community.
- Have the students make a list of their main needs. Ask them to write down in one column the ways in which these needs are fulfilled, and in another column the ways in which they might be fulfilled in a developing country. Explain to them that, although they live in a developed country, many people are not able to meet their basic needs. Suggest that they get involved in their community to identify both needs that are not met and projects to improve the quality of life in their area.

Observations

Several approaches can be used to discover one's community.

- Road to Discovery – Invite the students to create a route for discovering their community. One possible approach is described on the following page.
- Community Survey – Suggest that the students conduct a survey of their local community. Invite them to develop a questionnaire that will ascertain the state of the environment, and of democracy, peace and solidarity in their community. The themes of engagement (table on page 12) as well as The EVB Values: A Guide to Action worksheets (pages 6 and 7) may be useful background for the students.
- Survey of Community Organizations – Community aid organizations are often in the best position to define the needs of citizens, as well as ways to meet those needs. Have the students investigate community groups in their community and classify them according to their mission (the environment, democracy, peace or solidarity). Invite the students to prepare a questionnaire or interview grid in order to determine the main needs fulfilled by those organizations. What are the main needs fulfilled by your organization? What are the most pressing needs? Are there needs that you are not able to fulfill? What could be done to better respond to the needs of the community?

- My Community in 20 Years

Have the students say what they care most about in their community with respect to the environment, democracy, peace and solidarity. Ask them to share the things that anger them, bother them, irritate them and, in general, what they would like to see changed. For each category, ask them to imagine their community in 20 years if nothing is done to improve how things are. Do they think that they will always benefit from the advantages that their community offers today? What will become of the problems identified? Invite them to imagine their community as they wish it to be in 20 years. What things need to be done, starting today, to ensure that their community becomes what they would like it to be?

Analysis

- Summarize the students' observations and note the problems stated or the main needs identified by citizens or by the organizations that help them. Invite the students to determine possible solutions.

Transformation

- Invite them to choose, by consensus, the project or projects that are most likely to be achieved, given the available time and resources.
- Recommend that the students undertake their community involvement project according to the steps described on pages 18 and 19.

Additional Activities

- Apply a needs analysis to the case of a community in a developing country.
- Learn more about organizations that are involved in that work.
- Identify needs as well as ways to learn about or support projects currently underway, and get involved.

AN ENGAGING APPROACH: ROAD TO DISCOVERY

A Road to Discovery is an excellent way to help young people better understand their surroundings, ask questions about the various elements, formulate hypotheses on problems faced by the community, and imagine solutions that might improve the quality of life or the environment for people living in the community.

Preparing for the Road to Discovery

Prepared in advance by the teacher, the Road to Discovery should ideally take place near the school. The activity can be completed in approximately one hour, and the road should be 1 to 1.5 km long depending on the age of the students. Whenever possible, it should be designed so that the students visit different zones (residential, commercial, industrial, entertainment, agricultural...), as each area has its own characteristics. In order to encourage a more in-depth interpretation of the areas visited, the trip should incorporate three or four stops allowing contrasting and complementary views of the neighbourhood. The teacher should ensure that the students alternate between spaces with different characteristics (boulevards, streets, alleys), busy areas (commercial streets), quiet areas (parks), and places with different sounds, odours and lighting. The Road to Discovery should also be a sensory experience!

Preparing to Set Out

- Before setting out, form small teams of two or three students and, depending on their age, arrange for accompanying adults.
- Clearly explain to the students the objectives of this activity: to collect enough information to develop a first draft of the problems observed, situations needing improvement and ways quality of life in the community can be improved.
- Ask the students to create a Web chart (see the activity titled Putting Values in the Right Place, page 11) specifying the EVB themes that they are likely to see during the field trip. Facilitate their exploration by referring to the themes of engagement table on page 12). Each group can choose to focus on a specific community theme or, if they all agree, on several themes. Finally, ask the students to carry along a notebook to jot down their observations and questions.

The Field Trip

- In teams, guide the students along the entire route. Coordinate their observations by asking questions and ensure that they are taking notes. The students should be encouraged to pay close attention to their surroundings, search for evidence, carefully observe the people they encounter and share their knowledge with the group.

Follow-up

- As soon as you return to the classroom, various activities can be undertaken to help the students to better focus and organize their observations.

Mind Map

Upon returning to the classroom, challenge each student to remember the route taken and to draw a mental map of it. Ask them to indicate all the elements they observed that might help someone who wasn't present to follow the same route.⁷ Invite the students to compare each other's mind map. What are the similarities and differences? What are the main reference points? Write the students' observations down on the blackboard.

Key Words

Ask the students to write down between three and five words that best describe:

- what they observed during the trip;
- their impressions of the trip;
- what they felt during the trip; and
- what caught their attention the most or what aspect of the trip was most memorable.

Suggest writing projects (articles, poems, letters to the editor...) that use these keywords and convey the impressions they have of their surroundings.

Model and Mural

Suggest that the students create a mural or a model of their neighbourhood, including all the information they have gathered.

Synthesizing the Students' Notebooks

Summarize the information gathered by the students during the field trip.

Choosing a Cause

- Identify the main questions, points of interest and themes likely to prompt the students to get involved.
- Form teams based on the students' areas of interest or agree on a project for the entire class.
- Work with the students on the project described in the exercise titled Working Together to Change the World, pages 18 and 19.

⁷ Geography teachers could encourage students to find the northern point and determine the kilometres to complete the journey. Once students have completed and compared their mind maps, it is also an opportunity to introduce them to cartography.

🗣️ Overview

- After researching information on the country of their choice, the students form teams and prepare to plead their case in a debate focused on determining the country(ies) where the need for community action is greatest.

📦 Required Materials

- Exercise 6 – Here and There (page 30)
- Exercise 7 – Window on the World (page 31)

🔊 Instructions

Framework and Initial Reactions

- Suggest that the students listen and read the lyrics to Joe's song *Ghetto Child* or use text (refer to Exercise 6, part 1).
- Start a discussion, based on the following questions:
 - What would have happened if each of us had been born in a rich family? In a middle-class family? In a poor family in a developing country?
 - Could we live in peace and security? Would we have the right to express our opinions, to form associations, to live in freedom?
 - What would we do if we did not live in a country that was receptive to the values of the environment, democracy, peace and solidarity?
 - Is it possible to show solidarity with others around the world?
- Explain to the students that this activity represents the first step towards taking action.

👁️ Observations

- Copy out the list of countries of Latin America and the Caribbean where CARE Canada take action. (Bolivia, Brazil, Colombia, Cuba, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Nicaragua and Peru)
- Ask the students what these countries have in common. They will likely respond that they are all developing countries. Ask them to identify any characteristics that these countries share that can be linked to the EVB values (the environment, democracy, peace, solidarity).
- Ask them to read *A Boy Named Anonymus* (refer to Exercise 6, part 2).
- Start a discussion based on the following questions:
 - Do the countries listed on the board face exactly the same kinds of problems?
 - Can we lump them all together?
 - Would the development model shared by industrialized countries work in these countries?
- Invite the students to learn more about living conditions by considering the state of the environment, whether people live in peace and security, with respect for democracy and human rights.

Ask the students to identify these countries on a map⁸ of the world and to share their thoughts on what life might be like for the young people living there with the rest of the group.

Following these initial observations, invite each student to choose a country that they would like to know more about. Ask the students to form teams according to the country they selected.

🔍 Analysis

- Ask the teams to develop a profile of the living conditions in the country of their choice by following the research guideline provided in Exercise 7, Window on the World. (page 31)
 1. View the country from space.
 2. Discover the country through maps.
 3. Collect basic information about the country.
 4. Retrieve information about the state of the environment and the ecological footprint of the country.
 5. Retrieve information about the human development index.
 6. Retrieve information about the poverty index.
 7. Retrieve information about the democracy index.
 8. Retrieve information about the peace index.
- Ask the students to prepare a case outlining the most compelling reasons (the environment, democracy, peace, solidarity) why we need to show solidarity with that country. Suggest a debate⁹ focused on determining the country(ies) where the need for community action is the greatest.

✂️ Transformation

- Invite staff members, parents and students from other groups to form the board of the General Assembly.
- Ask each team to present their case to the board. Afterwards, invite the board to decide, on the basis of the quality of the presentations and arguments presented, which country(ies) have the greatest need for community action. Another option is to ask all the students to come to a consensus about which country they would support.
- Suggest that the students complete this project using the approach outlined on pages 18 and 19.

📖 Additional Activities

- Research, read and discuss the document. The report presents a group of young Canadians' vision for Canada, the values that inspire it and actions to make it a reality in the key areas of learning, work, health, the environment and citizenship. http://www.cprn.org/documents/42760_en.pdf

⁸ It is possible to get a copy of *A Developing World Map* from CIDA at the following address: <http://www.canadiangeographic.ca/worldmap>

⁹ The Web site of the United Nations Association in Canada offers a guide for use by participants and organizers of simulations. <http://www.canimun.org/ModelUN/english/main.shtml>

WORKING TOGETHER TO CHANGE THE WORLD

Do you want to take action by coordinating a project, activity or event? The following activities will help you to better understand the environment and issues that will be the subject of your campaign. It's time to take action!

1 Choosing Your Cause

It is because a situation affects us or moves us that we decide to take action. If you have not yet decided on a theme for your project, ask yourself the following questions:

- What are your interests and passions? What fascinates you? What motivates you to act?
- Is there an issue that affects you, that shocks, saddens or angers you? This can be a personal issue or one that impacts your friends, your school, your community, your country or the world.
- Have any recent events in your life or in the news captured your attention?
- Do you believe that the EVB values (the environment, democracy, peace and solidarity) are adhered to at the various levels of the individual, group, school, community, country and world?
- What changes would you make on the level of the individual, friends, school, community, country and world?

Identify the issues and the changes you would like to make.

2 Defining Your Mission

After deciding the scale of your action (your friends, school, community, the world), define the mission that your team, committee or class will adopt. Do so by setting specific goals for what you want to achieve.

Use the following questions to help define your mission:

- Why have you chosen this issue?
- What exactly do you want to do?
- What message do you want to communicate?
- What specific actions do you want to accomplish?

Formulate specific goals that flow from your general mission. The following questions will help you define your goals:

- Who is affected by the problem that you are trying to solve?
- In what way are people or the quality of life affected by this problem?
- What factors contribute to these people or this particular environment being affected by the problem?
- Why is it important to get involved in improving the situation?
- What can be done?

Restate your mission to ensure that it addresses your stated objectives. This information can be compiled in the worksheet in Exercise 8 (page 33)

Build a Team

If the action will take place in a formal classroom setting, ask the students to form teams based on their interests or to choose a project for everyone to work on, democratically.

If the project is the idea of a single person, they will need to find teammates, because it is only by working with others that we can change the world. The following steps will help the students with team-building.

- Ask yourself about your personal motivations, passions, strengths, and weaknesses.
- Look for collaborators who are creative and responsible, artistic or literary, logical, with good organizational skills, common sense, effective communication skills, enthusiasm, perseverance, and, above all, the desire to get involved.
- Agree on the obligations of engagement in the group. For example, taking responsibility, sharing ideas and learning, integrity, mutual trust and helping others when they are having difficulty. Expect each member of the group to be a model for the others.
- Assign each member of the group a role in achieving the mission and implementing the action plan. Depending on the size of the group, you may also form committees at this stage.
- Find a way to work together cooperatively and democratically. The 2learn Web site offers practical advice on cooperative teamwork.

<http://www.2learn.ca/projects/projectcentre/projintro.html>

3 Listing the Tasks and Steps Required for Implementation

To be effective, it is important to plan your project, set priorities, and focus on achievable goals. Ask a teacher or facilitator to help you verify the feasibility of the project or event that you are planning and consider the time and energy that each person will have to commit. After establishing your mission, define the tasks that will have to be completed in order to achieve each objective. Draw up a task list and describe the nature of the work involved. Fishbone diagrams and brainstorming can help with this exercise.

4 Anticipating Support Requirements

For each of the tasks that you identified, estimate what you will need (financial and material) in order to succeed and identify individuals or groups that can help.

- What material and financial resources are needed?
- How will the team obtain the required support or funding?
- Who are the people within the school or community who might support the initiative?
- What organizations might support the initiative or provide important information?
- Which organizations have similar missions? Could the project be linked to one that is already underway?

Anticipating Challenges

Carrying out any project, event or activity can have its share of surprises. We can overcome the difficulties encountered by anticipating problems and determining possible solutions for dealing with them:

- What constraints and difficulties can we expect? How can we deal with them?
- Are any special permissions required to carry out the project?
- Are there any other events planned at the same time as the project, event or activity? Is this an advantage or a disadvantage?

5 Organizing Your Action Plan and Assigning Tasks

You are now almost ready to take action. Carefully determine the stages of the work to be completed and estimate the time required to complete each stage. Determine the time by which the project must be completed, prepare your timetable by working backwards from the jobs to be completed at the end of the project to the planned starting date. If necessary, reassess the feasibility of each of the stages in the project, the jobs to be completed and the time allotted for each stage. Assign the jobs in light of the strengths and weaknesses of each member of the group (see box). This information can be compiled in the table appearing in Exercise 8 (page 33)

7 Evaluating the Success of Your Project and Project Approach

Following the project, activity or event, evaluate your success from two angles:

- Did we achieve our objectives?
- Did we achieve the expected results?
- Did we achieve our participation objectives, gather enough material and funding?
- Did we meet the needs expressed by the populations or improve the quality of the community?
- How do we evaluate the benefits generated by the action in our area of application?
- What did the project, event or activity teach us about the theme, ourselves, our collaborators, planning and organization, the support we were able to give the people and agencies concerned, and the appropriateness of the timetable?
- If we had it to do over, would we go about it the same way? What changes would we make?

6 Executing Your Plan of Action

Finally it's time to execute your plan of action. You will have to:

- research information;
- make sure the information gathered is valid by examining the sources;
- consider the various points of view, both sides of every set of problems;
- select and summarize the most relevant information in light of the message to get across, the target audience or the populations concerned;
- determine how to publicize your projects and gather support; and
- provide feedback mechanisms making it possible to evaluate the progress of your project and, if necessary, to reset your target.

Sharing Your Action

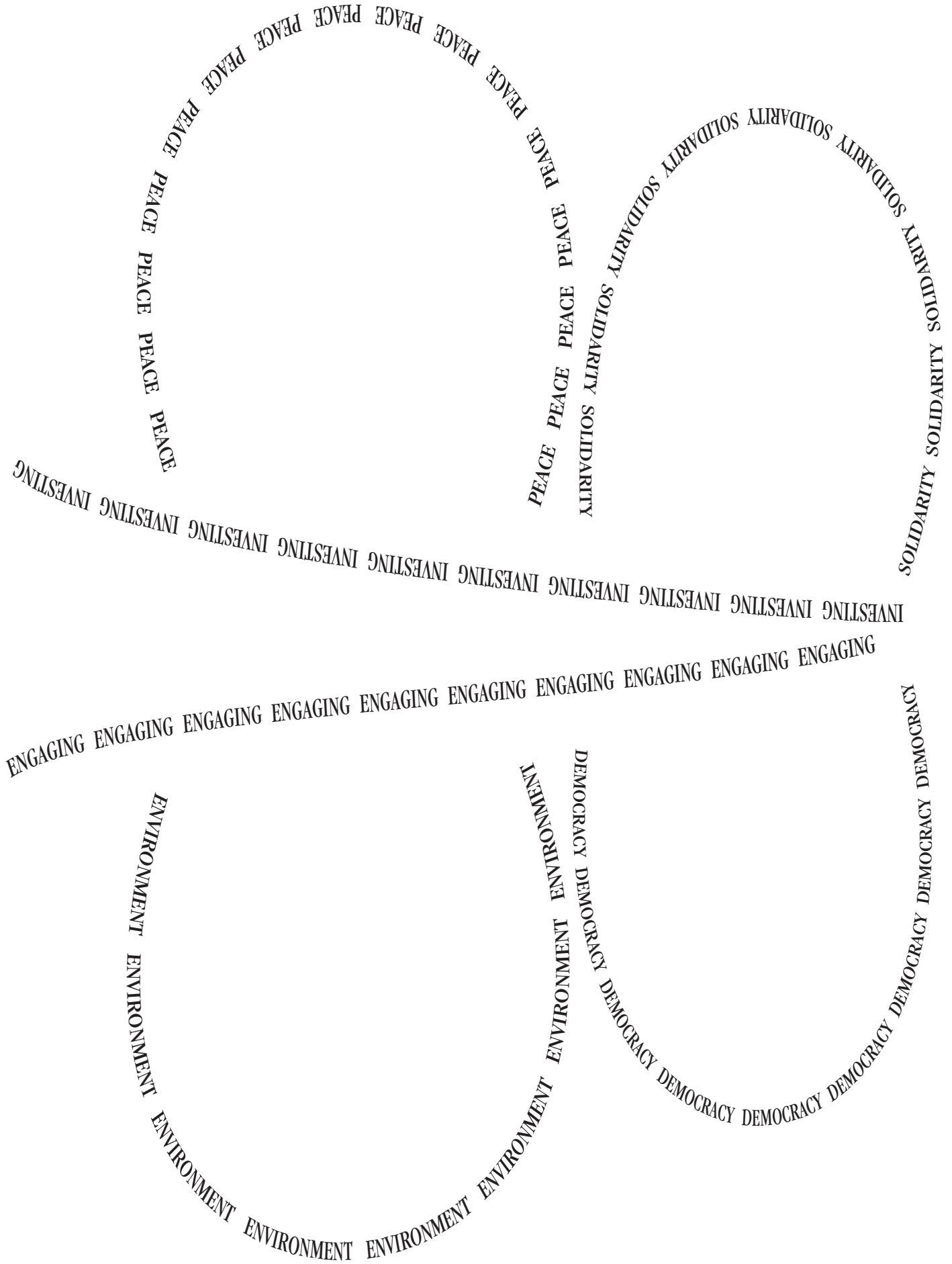
- Was your project successful? Did you learn a lot by working on it? Could others learn from it? If so, complete the Registration Form on the last page of this work book and submit it to your teacher who will send it to the Canadian Teachers' Federation.
- Don't forget to fill out your *Student Passport* and receive your sticker from your teacher or the organization supporting your project.

Have you ordered your copy of the *Student Activist Guide*? The *Student Activist Guide*¹⁰ contains a host of useful suggestions to ensure that your event, project or activity is a success.

¹⁰ You can obtain additional copies of the *Student Activist Guide* and *Student Passport* by contacting the Canadian Teachers' Federation: info@ctf-fce.ca

EXERCISES

Exercise 1 – THE FVB VALUES BUTTERFLY



Exercise 2

WHAT DO YOU BELIEVE IN?

<p>For each category of values below, list the related behaviours that you believe to be important.</p>	<p>Have you acted in accordance with these values? Was this difficult/challenging? What conclusions can you draw from your experience of either acting or not acting in accordance with these values?</p>	<p>Have you ever witnessed behaviours that conflicted with the values below? What was your reaction? What, in your opinion, might be the consequences of actions that are not in accordance with your values?</p>
<p>Environment</p> <ul style="list-style-type: none"> - - - 		
<p>Democracy</p> <ul style="list-style-type: none"> - - - 		
<p>Peace</p> <ul style="list-style-type: none"> - - - 		
<p>Solidarity</p> <ul style="list-style-type: none"> - - - 		
<p>Engagement</p> <ul style="list-style-type: none"> - - - 		

Exercise 3a

THOUGHTS AND QUOTATIONS (ENGAGEMENT)

<p>In order to form an immaculate member of a flock of sheep one must, above all, be a sheep.</p> <p style="text-align: right;">Albert Einstein</p>	<p>If you ever feel insignificant and powerless just think how hard it is to sleep with one mosquito buzzing around your head.</p> <p style="text-align: right;">The Dalai Lama</p>	<p>Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the World... would do this, it would change the earth.</p> <p style="text-align: right;">William Faulkner</p>
<p>As for the future, your task is not to foresee it, but to enable it.</p> <p style="text-align: right;">Antoine de Saint-Exupéry</p>	<p>Follow the three Rs: Respect for self, Respect for others, Responsibility for all your actions.</p> <p style="text-align: right;">The Dalai Lama</p>	<p>We are all afraid for our confidence, for the future, for the world. That is the nature of the human imagination. Yet every man, every civilization, has gone forward because of its engagement with what it has set itself to do.</p> <p style="text-align: right;">Jacob Bronowski</p>
<p>Desire is the key to motivation, but it is determination and commitment to an unrelenting pursuit of your goal – a commitment to excellence – that will enable you to attain the success you seek.</p> <p style="text-align: right;">Mario Andretti</p>	<p>Be the change you want to see in the world.</p> <p style="text-align: right;">Mahatma Gandhi</p>	<p>It is not enough to be busy. The question is: What are we busy about?</p> <p style="text-align: right;">Henry David Thoreau</p>
<p>Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.</p> <p style="text-align: right;">Vince Lombardi</p>	<p>Never doubt that a small group of thoughtful citizens can change the world. Indeed, it's the only thing that ever has.</p> <p style="text-align: right;">Margaret Mead</p>	<p>Here is the prime condition of success: Concentrate your energy, thought and capital exclusively upon the business in which you are engaged. Having begun on one line resolve to fight it out on that line, to lead in it, adopt every improvement, have the best machinery, and know the most about it.</p> <p style="text-align: right;">Andrew Carnegie</p>

Exercise 3b

THOUGHTS AND QUOTATIONS (ENVIRONMENT)

<p>The earth provides enough to satisfy every man's needs, but not every man's greed.</p> <p style="text-align: right;">Mahatma Gandhi</p>	<p>There are no passengers on Spaceship Earth. We are all crew.</p> <p style="text-align: right;">Marshall McLuhan</p>	<p>Live simply, that others may simply live.</p> <p style="text-align: right;">Mahatma Gandhi</p>
<p>It might seem that we own the earth, and we certainly act that way, but I don't believe we do.</p> <p style="text-align: right;">Bill Mason</p>	<p>We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.</p> <p style="text-align: right;">Aldo Leopold</p>	<p>Only after the last tree has been cut down, the last river has been poisoned and the last fish has been caught will you find that money cannot be eaten.</p> <p style="text-align: right;">Chief Seattle, 1854</p>
<p>We do not inherit the Earth from our parents, we borrow it from our children.</p> <p style="text-align: right;">Antoine de Saint-Exupéry</p>	<p>It is a curious situation that the sea, from which life first arose, should now be threatened by the activities of one form of that life.</p> <p style="text-align: right;">Rachel Carson</p>	<p>The human brain now holds the key to our future. We have to recall the image of the planet from outer space: a single entity in which air, water, and continents are interconnected. That is our home.</p> <p style="text-align: right;">David Suzuki</p>
<p>Humankind has not woven the Web of life. We are but one thread within it. Whatever we do to the Web, we do to ourselves.</p> <p style="text-align: right;">Chief Seattle, 1854</p>	<p>When the well's dry, we know the worth of water.</p> <p style="text-align: right;">Benjamin Franklin</p>	<p>We sometimes emphasize the danger in a crisis without focusing on the opportunities that are there. We should feel a great sense of urgency because it is the most dangerous crisis we have ever faced, by far. But it also provides us with opportunities to do a lot of things we ought to be doing for other reasons anyway.</p> <p style="text-align: right;">Al Gore</p>

Exercise 3c

THOUGHTS AND QUOTATIONS (DEMOCRACY)

<p>To overcome the inequalities and the horrors which afflict the world, the co-operation between far-sighted governments is not enough. It is also necessary that the men and the women of all the countries develop their perception owing to the fact that they are citizens of the world.</p> <p style="text-align: right;">Kofi Annan</p>	<p>The Freedom of no one is safe unless the freedom of everyone is safe.</p> <p style="text-align: right;">Canadian Civil Liberties Association</p>	<p>I am a Canadian, free to speak without fear, free to worship in my own way, free to stand for what I think right, free to oppose what I believe wrong, or free to choose those who shall govern my country. This heritage of freedom I pledge to uphold for myself and all mankind.</p> <p style="text-align: right;">John Diefenbaker</p>
<p>In this possibly terminal phase of human existence, democracy and freedom are more than just ideals to be valued – they may be essential to survival.</p> <p style="text-align: right;">Noam Chomsky</p>	<p>The most common way people give up their power is by thinking they don't have any.</p> <p style="text-align: right;">Alice Walker</p>	<p>Democracy is not something you believe in or a place to hang your hat, but it's something you do. You participate. If you stop doing it, democracy crumbles.</p> <p style="text-align: right;">Abbie Hoffman</p>
<p>Act that your principle of action might safely be made a law for the whole world.</p> <p style="text-align: right;">Immanuel Kant</p>	<p>Each dollar that we spend, each gesture that we pose is a "vote" for the kind of world in which we want to live.</p> <p style="text-align: right;">Laure Waridel</p>	<p>The citizen can bring our political and governmental institutions back to life, make them responsive and accountable, and keep them honest. No one else can.</p> <p style="text-align: right;">John Gardner</p>
<p>The perversion of the city begins with the fraud of words.</p> <p style="text-align: right;">Plato</p>	<p>A society's degree of civilization is measured by the distress of its poorest citizens, not by the number of its skyscrapers.</p> <p style="text-align: right;">Nikki Gemmell</p>	<p>Human equality is belief that every human being, independent of the quantity or range of his personal endowment, has the right to equal opportunity with every other person for development of whatever gifts he has.</p> <p style="text-align: right;">John Dewey</p>

Exercise 3d

THOUGHTS AND QUOTATIONS (PEACE)

<p>Of all our dreams today there is none more important – or so hard to realise – than that of peace in the world. May we never lose our faith in it or our resolve to do everything that can be done to convert it one day into reality.</p> <p style="text-align: right;">Lester B. Pearson</p>	<p>Somewhere out there is a place that's cool Where peace and balance are the rule Working toward a future like some kind of mystic jewel And waiting for a miracle</p> <p style="text-align: right;">Bruce Cockburn</p>	<p>Last century made the world a neighborhood; this century must make it a brotherhood.</p> <p style="text-align: right;">J.S. Woodsworth</p>
<p>Injustice anywhere is a threat to justice everywhere.</p> <p style="text-align: right;">Martin Luther King</p>	<p>Misunderstanding arising from ignorance breeds fear, and fear remains the greatest enemy of peace.</p> <p style="text-align: right;">Lester B. Pearson</p>	<p>Peace is the only battle worth waging.</p> <p style="text-align: right;">Albert Camus</p>
<p>Peace cannot be kept by force. It can only be achieved by understanding.</p> <p style="text-align: right;">Albert Einstein</p>	<p>One day we must come to see that peace is not merely a distant goal that we seek, but that it is a means by which we arrive at that goal. We must pursue peaceful ends through peaceful means.</p> <p style="text-align: right;">Martin Luther King Jr.</p>	<p>All works of love are works of peace.</p> <p style="text-align: right;">Mother Teresa</p>
<p>All we are saying is give peace a chance.</p> <p style="text-align: right;">John Lennon</p>	<p>We build too many walls and not enough bridges.</p> <p style="text-align: right;">Isaac Newton</p>	<p>When the power of love overcomes the love of power, the World will know peace.</p> <p style="text-align: right;">Jimi Hendrix</p>

Exercise 3e

THOUGHTS AND QUOTATIONS (SOLIDARITY)

<p>To be good to oneself is useless unless it's good for others.</p> <p style="text-align: right;">Voltaire</p>	<p>We must learn to live together as brothers or perish together as fools.</p> <p style="text-align: right;">Martin Luther King</p>	<p>The strongest bond of human sympathy outside the family relation should be one uniting working people of all nations and tongues and kindreds.</p> <p style="text-align: right;">Abraham Lincoln</p>
<p>The test of our progress is not whether we add more to the abundance of those who have too much...it is whether we provide enough for those who have too little.</p> <p style="text-align: right;">Franklin D. Roosevelt</p>	<p>Cross the river together and you will have nothing to fear.</p> <p style="text-align: right;">Joseph Ki-Zerbo</p>	<p>A single washed hand cannot be clean; one must wash both together.</p> <p style="text-align: right;">Banian/banen proverb</p>
<p>You can only protect your liberties in this world by protecting the other man's freedom. You can only be free if I am free.</p> <p style="text-align: right;">Clarence Darrow</p>	<p>The lone sheep is in danger of the wolf.</p> <p style="text-align: right;">Chinese proverb</p>	<p>Our duty is to renew our efforts to make the case for solidarity; to strengthen not only its economic but also its moral underpinning.</p> <p style="text-align: right;">Kofi Annan</p>
<p>The power of a movement lies in the fact that it can indeed change the habits of people. This change is not the result of force but of dedication, of moral persuasion.</p> <p style="text-align: right;">Steve Biko</p>	<p>When we are in partnership and have stopped clutching each other's throats, when we have stopped enslaving each other, we will stand together, hands clasped, and be friends.</p> <p style="text-align: right;">Eugene V. Debs</p>	<p>I now understand that my welfare is only possible if I acknowledge my unity with all the people of the world without exception.</p> <p style="text-align: right;">Leo Tolstoy</p>

Exercise 4

ASSESSING THE ENVIRONMENT AND ENERGY USE AT YOUR SCHOOL

1 Electricity

- How much electricity is consumed daily at your school?
- Where does this electricity come from?
- How is it produced?
- How much does it cost?

2 Resources

- What kind of resources (natural or other) are used in your school?
- Do the extraction and processing of these resources have an impact on the environment or on the availability of energy resources?
- Describe each of these resources (what is the cost, availability, composition, etc.).
- Is it possible to minimize the use of any of these resources or replace them with other materials?

3 Water

- How much water is used daily in your school?
- How is the water treated and then delivered to your school?
- What is the approximate daily cost of water consumed at your school?

4 Fossil Fuel

- How much fossil fuel (gas, oil, diesel, etc.) is used daily at your school?
- By what means are these fuels extracted, refined and delivered to your school?
- What is the approximate daily cost of fossil energy at your school?

5 Locations Used

- Where are the electricity, resources, water and fossil fuel consumed at your school? List them or draw a diagram.

6 Uses

- What are the different uses of the electricity, resources, water and fossil fuel consumed at your school? List them.

7 Energy Loss

- What are the main sources of energy loss at your school (insulation, overheating)?
- What, if any, measures are being taken by the school leaders to reduce energy consumption (energy efficiency, energy conservation, suitable technologies, etc.)?

8 Emissions

- What kinds and amounts of particulate and gaseous matter are emitted into the atmosphere? What is the environmental impact of these emissions?
- Are emissions reduction devices integrated into the ventilation system?

9 Solid Waste

- How much solid waste is disposed of daily by your school?
- What percentage of this is actually considered to be solid waste?

9a Incineration

- How is waste that is earmarked for incineration processed?
- What is the environmental impact of this kind of processing?
- What are the related costs?

9b Medical Disposal

- How is waste that is earmarked for medical disposal processed?
- What is the environmental impact of this kind of processing?
- What are the related costs?

10 Liquid Waste

- What kinds and amounts of liquid waste (especially cleaning products and chemicals used in laboratories or darkrooms) are emitted into the sewage system?
- How are they processed? What costs are associated with this practice?
- What are the environmental impacts of this practice?

11 Re-use of Waste and By-products

- Is it possible for your school to use the waste and by-products produced by processing any of these resources?
- Have any of these measures already been undertaken (for example, re-use of chemistry laboratory waste)?

12 Recycling and Recovery

- Have steps been taken within the school to recycle or recover various waste products? If yes, for which types of products and in what quantities?
- Have efforts been made to reduce waste at the source?

Visit Green Street for ideas and classroom resources on environmental learning and sustainability at www.green-street.ca

Exercise 5

DEMOCRACY. PEACE. SOLIDARITY?

1. What, in your opinion, are the main problems encountered by young people at school?

2. In general, would you say that your school is a place where:

- Each individual can live in security, without discrimination, threats or harassment? Y N
- Young people feel connected to one another and to those who are less advantaged? Y N
- Young people can express themselves freely and participate in decisions that affect them? Y N

3. Have you ever experienced or witnessed the following situations in your school?

(1 Never, 2 Rarely, 3 Often, 4 Very Often)

Democracy	Peace	Solidarity
<input type="checkbox"/> Being prevented from expressing your opinion	<input type="checkbox"/> Threats or harassment	<input type="checkbox"/> Exclusion because of your sex
1 2 3 4	1 2 3 4	1 2 3 4
<input type="checkbox"/> Not being able to form a group or committee to defend a cause	<input type="checkbox"/> Extortion	<input type="checkbox"/> Exclusion because of ethnic origin
1 2 3 4	1 2 3 4	1 2 3 4
<input type="checkbox"/> Not being able to exercise your rights	<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Exclusion because of your ideas
1 2 3 4	1 2 3 4	1 2 3 4
<input type="checkbox"/> Not being able to participate in decisions that affect you	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Exclusion because of your values
1 2 3 4	1 2 3 4	1 2 3 4
<input type="checkbox"/> Other	<input type="checkbox"/> Sexist comments	<input type="checkbox"/> Other
1 2 3 4	1 2 3 4	1 2 3 4
	<input type="checkbox"/> Racist comments	
	<input type="checkbox"/> Other	

4. What does being a responsible citizen at school mean to you?

5. How do you rate your participation:

(1 No participation, 2 Not significant, 3 Significant, 4 Very significant)

- In the life of your school?

1	2	3	4
---	---	---	---

- In student projects?

1	2	3	4
---	---	---	---

- In associations or committees at your school?

1	2	3	4
---	---	---	---

- In associations outside of your school?

1	2	3	4
---	---	---	---

6. What causes would you be prepared to defend within your school?

7. What action would you be willing to take to make your school more environmentally-friendly, democratic, peaceful, and showing more solidarity?

8. Do you believe that the members of your community (outside of your school) are generally less sensitive, neither less nor more sensitive, or more sensitive than you are to the importance of making the world more environmentally friendly, democratic, peaceful, and showing more solidarity? (1 less sensitive, 2 neither less nor more sensitive, 3 more sensitive than you are)

- Environment
1 | 2 | 3
- Democracy
1 | 2 | 3
- Peace
1 | 2 | 3
- Solidarity
1 | 2 | 3

9. Would you be prepared to commit to promoting these values within your community? If so, what would you do?

Exercise 6

HERE AND THERE?

1) "Ghetto Child" (Shaggy)

There's a world out there that I wanna see
There's a man that I'm destined to be
I won't be stopped by the ghetto streets
I believe inside that I can't be beat

This life could be a ball and chain
If you let yourself get caught in the game
I had some friends who sold drugs for dough
But I don't intend to go down that road

Just because I'm a ghetto child
I won't live down to your expectations (No, no)
Just believe that a ghetto child
Can rise in the highest celebration (Oh)
Know that I am a ghetto child
But I can see the best in me, can you
I'm a ghetto child

One day I'm gonna change the world
Make a better place for every boy and girl
Everyone in need, homeless families
Have a place to sleep and food to eat

I'll take every gun off the streets
So another tear won't be shed in grief
And every thug in every hood
I will make 'em change from bad to good

CHORUS: I believe that it can be done
Gotta start somewhere and I'm that one
All the children sing (Yeah, yeah) x2

Just because I'm a ghetto child
I won't live down to your expectations
Just believe that a ghetto child
Can rise in the highest celebration
Know that I am a ghetto child
But I can see the best in me, can you
I'm a ghetto child (Ooh, yeah, ooh)

{Hey, yo', look at me in a different light}
{Spare me all about those stereotypes}
Ain't no madness that'll bring me down
Gonna take this life and turn it around

{Now see, the sky's the limit, I won't be denied}
{Ain't no stoppin' me, I'm a ghetto child}
And at the end when it's said and done
We will all be singin' this ghetto song

CHORUS

Just because I'm a ghetto child
I won't live down to your expectations
Just believe that a ghetto child
Can rise in the highest celebration (Oh...oh...oh...)
Know that I am a ghetto child
But I can see the best in me, can you
I'm a ghetto child (Let's go to church now)

Just because I'm a ghetto child (Uh)
I won't live down to your expectations (Take me to church now)
Just believe that a ghetto child (Ooh)
Can rise in the highest celebration (Hey, hey)
Know that I am a ghetto child (Ooh, yeah)
But I can see the best in me, can you
I'm a ghetto child (Hey, ghetto child, whoa...oh...ooh...)

Just because I'm a ghetto child
I won't live down to your expectations (Sing a song for me)
Just believe that a ghetto child (Sing a song for me)
Can rise in the highest celebration (Everybody sing it now, yeah)
Know that I am a ghetto child
But I can see (Ooh, yeah) the best in me, can you (Oh)
I'm a ghetto child (So I can see the best in me, can you)

It's not where you're from, it's where you're gonna be (2x)

For complete lyrics: <http://www.azlyrics.com/lyrics/joe/ghettochild.html>

2) A BOY NAMED ANONYMOUS

Before she left, Bridget told me one thing she misses the most about home is being anonymous. Our white skin makes it impossible for us to walk outside without people staring, shouting and harassing us for money. You never really get used to the attention; you just learn to live with it. I try to pretend I'm a rock star and everyone wants my autograph, until I see that homeless and parentless boy who would eat my signature if he could, but would rather my loose change. My discomfort is his dream – people might not know my name, but they always have one for me.

In Africa, anonymity is a plague that infests the streets and preys on the young, weak and disadvantaged. The self-defense mechanism of just walking by isn't only adopted by whites, but everyone who holds a job and wants to keep their sanity. The price you pay is that you begin to question your humanity. We walk the exact same streets, but we live in completely different worlds. I'm afforded a celebrity-like status from the colour of my skin and passport, while their birth-right was to a continent of nearly 600 million people, over a thousand languages and not one clue how it all came to be so difficult. I don't have any new answers to give, but I can't help but pose the same question.

A blog entry on five short films from the Straight from the Heart of Africa film festival, Burundi Film Centre, Ottawa, September 2007. For additional information on "A Boy Named Anonymous", visit www.nfb.ca

Exercise 7

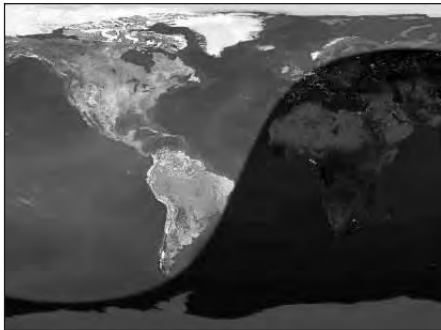
WINDOW ON THE WORLD

FIRST IMPRESSIONS OF A COUNTRY

Consulting the Web sites listed below, create a profile of one or more countries of interest to you. Include a brief summary of the information that you gather and of your initial impressions.

View from Space

- Many on-line resources provide images of the Earth, as seen from space. On several of them it is possible to zoom in on a part of the world that interests you. What information can you draw from these observations? Collect the information that you believe to be most relevant.
- *Earth View.* Choose from various image databanks to view the desired representation of the Earth. Zoom in or out or pan. <http://www.fourmilab.ch/earthview/>
- *Earth from Space.* NASA site. Click on the world map to access aerial photographs of places of interest within a selected region. www.earth.jsc.nasa.gov/sseop/efs/



On the Map

- Click on the Image or Image Search tab on your search engine (Google, MSN, AltaVista, etc.). Enter “map” and the name of your country of choice. Then, simply choose the maps from among the search results that best illustrate the characteristics of the country that you would like to show. Google Earth: earth.google.com/

A Picture is Worth a Thousand Words

- Access the following image databanks to discover a country through its landscapes. What information do these images offer you about the country’s environment and living conditions? altavista.com google.ca
- *AltaVista Photo Finder.* Search for images by keyword. Click on an image to access a series of similar images. *Google Image Search.* Search for images by keyword.
- You can also download these images and (remembering to cite the source) use them to illustrate projects, presentations, booths, etc.

RESEARCHING BASIC COUNTRY INFORMATION

Now research specific facts about your country(ies) of choice, collecting the information that you believe to be most relevant.

- *All the countries in the world.* Interactive map of demographic data, by country. Includes projections of population growth and demographic change. www.ined.fr/en/pop_figures/countries_of_the_world/ or www.in-terre-actif.com/english/show.php?id=4795
- *Information by country* (UNICEF Web site). Interactive map that provides an overview of a country’s current situation, statistics, history, etc. www.unicef.org/info_bycountry/
- *Map of the World showing the North-South Divide.* www.canadiangeographic.ca/worldmap/.
- *WorldAtlas.* World Atlas offering basic country information. www.worldatlas.com
- *The World Factbook.* CIA Web site offering access to detailed country information. www.cia.gov/cia/publications/factbook or geography.about.com/library/cia/blcindex.htm
- For additional resources and activity sheets, please visit CODE’s Web site: For *Project Love*, <http://www.codecan.org/projectlove/> For *Students of the World*, www.studentsoftheworld.info



Exercise 7.1

WINDOW ON THE WORLD (CONTINUED)

Now, develop a profile of one or more countries of your choice using the EVB values (the environment, democracy, peace and solidarity) as a framework. For each of these components, summarize your most relevant findings.

THE ENVIRONMENT AND HUMAN ACTIVITIES

Research a country's ecological footprint

The ecological footprint is a means of measuring how the way we live impacts the environment. Calculate the ecological footprint of the country of your choice, using the Web sites below as references.

- Ecological Footprint of Nations. Refer to the table on page 11. www.ecologicalfootprint.org
www.rprogress.org/newpubs/2002/ef1999.pdf
- Ecological footprint quiz. Put yourself in the shoes of a Chilean or a Nepalese student. Click on the map, complete the quiz, and calculate your ecological footprint. www.earthday.net/footprint/index.asp
- Calculate your footprint: http://www.royalsaskmuseum.ca/gallery/life_sciences/footprint_mx_2005.swf or www.ecologicalfootprint.org/Global%20Footprint%20Calculator/GFPCalc.html
- Ecological footprint of different countries: www.footprintnetwork.org/gfn_sub.php?content=global_footprint
- Humanity's footprint: www.panda.org/news_facts/publications/living_planet_report/footprint/index.cfm

SOLIDARITY

Retrieve information from the **HUMAN Development Index (HDI)**

The HDI is a measurement that allows a comparison of the quality of life in different countries.

- Human Development Report 2007-2008 compares the HDI in different countries: <http://hdr.undp.org/en/statistics/>
- For a more detailed report, go to: <http://hdr.undp.org/en/reports/global/hdr2007-2008/>

Retrieve information from the **HUMAN Poverty Index (HPI-2)**

The HPI is a measurement that allows a comparison of human poverty in different countries.

- Human Development Report <http://hdr.undp.org/en/reports/global/hdr2006/>
- Human Poverty Index and Ranking of Nations http://en.wikipedia.org/wiki/Human_Poverty_Index
- Childhood under threat: Poverty www.unicef.org/sowc05/english/poverty.html

DEMOCRACY

Research the state of democracy and **HUMAN RIGHTS** in a country

Can people freely express their opinions? Are free elections held? Are citizens consulted about decisions that affect them? The Web sites below can shed light on the state of democracy and human rights in the country of your choice.

- Amnesty International. Refer to the information about Human Rights, arranged by issue, country and region in the Library Section ... web.amnesty.org/library/engindex
- Amnesty International (Belgium, French site). Proposed action campaigns for specific countries and issues in the Centre d'actions "Actions pays" section ... Human Rights Around the World: www.derechos.org/human-rights/world.html
- Human Rights in different countries www.oneworld.org, see Resources, country guides

PEACE

Living in Peace?

Do people live in peace in their own country? What impact does violence or war have on the children? Can people move freely throughout the country without fear of violence? The following sites reveal information about these human dramas.

- Global Peace Index: www.visionofhumanity.com
- UNICEF. View information by country and by UNICEF priority: www.unicef.org
- International Crisis Group: www.crisisgroup.org
- UNICEF. Childhood Under Threat www.unicef.org/sowc05/english/conflict.html
and conflict map www.unicef.org/sowc05/english/map3.html

Exercise 8 WORKSHEET FOR PLANNING AN ACTIVITY, PROJECT OR EVENT

Project name:		Team mission:					Objective 1:	
Names of team members:							Objective 2:	
							Objective 3:	
Tasks:	Nature of the work to be conducted:	Responsible person(s):	Resources needed:	Individuals and organizations that could help:	Proposed evaluation measures:	Estimated duration:	Deadline:	

